

**Special Educational Needs Policy**

**St Stephen’s (Kearsley Moor)**

**C E Primary School**

**Reviewed 2019**

ST STEPHEN’S (KEARSLEY MOOR) C E ScHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

*This Policy is to be read in conjunction with the following school policies: Equal Opportunities, Inclusion, Teaching and Learning, Racial Equality, Behaviour and Discipline, Anti-Bullying, Supporting Pupils with Medical Conditions, Administration of Medicines and the School Accessibility Plan*

**Special Educational Needs Coordinator (SENCo):** Mrs Lyndsey Faulkner

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Governing bodies of maintained mainstream schools and the proprietors of academy schools (including free schools) **must** ensure that there is a qualified teacher designated as Special Educational Needs (SEN) Coordinator (SENCo) for the school. At St. Stephen’s, the SENCo is a member of the Senior Leadership Team. The National SENCo Award qualification has been obtained by the current post holder.

 **Designated Safeguarding Lead:** Mr. Tony Lasan (Head Teacher)

 **Deputy Designated Safeguarding Lead:** Mr Andrew Townsend (Deputy Head Teacher)

**PHILOSOPHY**

At St Stephen's it is our mission to develop children to their full potential in a happy, caring, Christian environment, ensuring the vital partnership with parents. We believe that all pupils should be equally valued and should have access to the full range of the curriculum. They should have the opportunity to contribute usefully to the life of the school. All children, irrespective of ability should be encouraged to develop an awareness of and a respect for individual differences.

In line with the SEND Code of Practice 2014, every teacher is a teacher of every pupil, including Special Educational Needs.

**AIMS**

**Our aim is to raise the aspirations of and expectations for all pupils with SEN by ensuring that:**

* All children have access to a broad and balanced curriculum.
* All children are treated equally and are given equal opportunities to achieve their full potential, providing a focus on outcomes for each child.
* A secure environment is in place in which all children can develop self-confidence, self-esteem and a positive self-image.
* Children are involved, appropriate to age and ability, in the implementation, monitoring and review of any provision made for SEN.

**OBJECTIVES**

* To identify and provide for pupils who have Special Educational Needs and Disability, working to the guidelines set out in the SEND Code of Practice 2014
* To operate a “whole pupil” approach to the management of Special Educational Needs
* To provide a Special Educational Needs Coordinator who will work within the SEN inclusion policy
* To ensure access to the curriculum for all pupils
* To develop the partnership between home and school, actively encouraging parents to be involved, valuing their role and the information they bring, in order to provide mutual support for a child with SEN
* To develop and allocate appropriate resources to support SEN, including training and support for all staff
* To develop effective communication between all involved: staff, parents, children, governors and others
* To liaise effectively with outside agencies, when necessary, to provide expertise and support

**IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

Children have Special Educational Needs (SEN) if they have a difficulty which calls for special educational provision to be made for them. Children have a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of children of the same age or have a disability which prevents or hinders them from making use of the available educational facilities provided for others of the same age in school.

There is a single School Based Category of Special Educational Needs Support for all children with SEN. Children’s needs are identified by considering the whole needs of the child, not only special educational needs.

There are 4 areas of need, where children may have difficulties:

* Cognition and Learning
* Communication and Interaction
* Social, Emotional and Mental Health
* Sensory and/or Physical

Where a child’s progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEN.

There can be many issues which can impact on progress and attainment, such as attendance and punctuality; disability; health and welfare, including Children Looked After and those in receipt of Disadvantaged Children Grant; attendance at several different schools; difficulties where English is not the first language, or worries which distract the child from learning. We understand that children who experience barriers to learning are vulnerable. However, this does not mean that all vulnerable learners have SEN. Only those children identified as having a learning difficulty which requires special educational provision will be identified as having SEN.

Where any child is not making adequate progress in learning, targeted group interventions will be implemented by the Class Teacher. When it is judged to be appropriate and the child begins to make good progress, extra support will gradually be withdrawn and the outcomes monitored.

 If progress still does not improve, despite these interventions, the child will then be placed on the SEN Register.

Parents will be informed where the child is in need of SEN Support and meetings will be held to discuss and review provision and progress towards the set outcomes, at least Termly. Where a child has an Education, Health & Care Plan, a Local Authority Annual Review will be carried out.

Where a child is identified as having SEN, the school will provide support that is **additional to**, or **different from,** the differentiated approaches and learning arrangements provided within high quality teaching, as set out in the Needs Specific Information. (Appendix 1).

**A GRADUATED APPROACH TO SEN SUPPORT**

In providing support that is **additional to** or **different from** the universal offer, the following 4 stage process will be used:

**Assess, Plan, Do and Review**

This involves:

**Assess** –Taking into consideration all information gathered about the child, assessments of attainment and progress, Class Teacher input, SENCo advice, discussions with parents / carers.

**Plan** – Identifying the barriers to learning, establishing intended outcomes for the child and detailing the specific additional support to be provided to enable the child to make greater progress.

**Do** – Implementing the agreed support and interventions as detailed in the SEN Support Provision Map.

**Review** – Measuring the impact of the support provided and considering whether changes to that support need to be made

Further individual and small group interventions and support will be put in place within school by the Class Teacher, with advice and support from the SENCo. An SEN Support Provision Map will record this support and progress towards specific outcomes. Where the child still fails to demonstrate progress, a referral will be made to the relevant specialist service. Parents will be involved in the completion of referral documentation - Early Help Assessment.

The recommendations made for further interventions and support, based on the findings, will be put in place and an Individual Provision Map drawn up by the Class Teacher in consultation with the SENCo. When it is judged to be appropriate and the child begins to make good progress, individual support will gradually be withdrawn and the outcomes monitored.

The school will continue to work with the Local Authority and specialists to ascertain the nature of difficulty and provision needs, whilst monitoring and evaluating the impact of support or interventions on the child’s progress and learning. When it is judged to be appropriate and the child begins to make good progress, specialist support will gradually be withdrawn and the outcomes monitored. As soon as the additional costs required to provide the appropriate provision and support needed are greater than £6,000 in one three term period, an application will be made to the Local Authority for High Needs Block Funding.

**This Graduated Response to SEN Provision is outlined in the Flowchart below:**

**Flowchart to show Graduated Approach to SEN Provision**



**MANAGING PUPIL NEEDS ON THE SEN REGISTER**

The SENCo will be responsible for making and keeping an up-to-date Register of SEN and will also be responsible for the transfer of relevant information when a child on the Register moves to another school.

The school will have regard to the Special Educational Needs Code of Practice 2014 when carrying out its duties to all children with Special Educational Needs and will ensure that parents/carers are notified of a decision by the school that SEN provision is being made for their child.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff.

SEN Support Provision Maps are put in place by the Class Teacher for children with SEN and updated on a regular basis. These are ongoing records towards specific outcomes for the child and records of impact from interventions are included.

Meetings will be held for parents/carers with the Class Teacher to discuss and review provision and progress towards the set outcomes, at least Termly.

For children on school interventions an Intervention Plan including individual records of impact is used.

For children with an Education, Health and Care Plan or children where outside agencies are involved, an individual costed provision map will be put in place by the SENCo.

Pupil Progress Meetings are held half termly and the progress and attainment of SEN pupils is rigorously monitored and evaluated. This involves the teacher, Learning Mentor and Senior Leadership Team, including the SENCo, considering all of the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress.

**ADMISSION ARRANGEMENTS FOR PUPILS WITH SEN**

Children who transfer to our school can be assessed on entry if considered necessary, or may be automatically included in our Register if already registered by their previous school.

The school follows the Local Authority’s Admission Policy and children with known special needs are welcomed, where the quality of education required can be delivered.

**SUPPORTING PUPILS WITH MEDICAL CONDITIONS**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

The Governing Body is responsible for reviewing how the school could be made more accessible for the disabled and this is set out within the School Accessibility Plan. At present all of the school is accessible to children in wheelchairs.

**ROLES, RESPONSIBILITIES AND RESOURCES**

**Role of the Governing Body**

 Mrs Sheila Savage is the Governor with responsibility for SEN and will meet with the SENCo, at least termly, in order to be well-informed about the school’s work in relation to SEN. The Governing Body, in co-operation with the Head Teacher will take overall responsibility for developing and implementing the school’s SEN Policy.

The Governing Body will:

* Have regard to the provision of the 2014 SEND Code of Practice.
* Monitor that the necessary provision is made for any pupil who has SEN.
* Monitor, through the Head Teacher, the implementation of the school’s SEN Policy.
* Review the Special Educational Needs Policy annually and display the Policy on the school website.

**Role of the SENCo**

The SENCo is responsible for the day to day operation of the school's SEN policy, and coordinating the provision for children with SEN by: -

* Monitoring SEN through each Key Stage and liaising regularly with all staff.
* Completing regular audits of children with SEN.
* Keeping and updating SEN files.
* Ensuring that all staff are aware of objectives, strategies and guidelines of the policy, are aware of the procedure for identifying, assessing and making provision for children with SEN and carry out their responsibilities for the day to day teaching of SEN children
* Advising and supporting colleagues on matters relating to SEN.
* Being involved and contributing to the regular reviews of children with SEN.
* Liaising with educational, medical, welfare and other support agencies.
* Liaising with parents.
* Regularly reviewing, and updating the SEN Policy and SEN Information Report.

**Role of the Head Teacher**

The Head Teacher has responsibility for the daily management of all aspects of the school's work, including provision for SEN pupils. The Head Teacher liaises between the Governing Body and the SENCo. The Head Teacher is responsible for managing the Disadvantaged Children Grant and Children Looked After Funding.

**Role of the Support Services**

The Educational Psychologist, Ladywood Outreach, Speech and Language Therapy Service and Behaviour Support Service visit the school regularly to assess, monitor or work with individual children, and to advise the Class Teachers, Learning Mentor and SENCo.

The school nurse comes into school regularly, which enables discussion of any problems arising. If it becomes necessary, contact is made with Social Services.

**TRAINING AND RESOURCES**

**FUNDING**

The first £6,000 of additional funding for SEN children (above and beyond the average educational funding per child of £4,000) should be met by the school from the dedicated schools grant. Where a child’s needs are greater, then the child is classified as a “High Needs” child and an application for further additional funding from the High Needs Block will be made to the Local Authority, following the procedure set out in the High Needs Funding Documents white file, located in the Head Teacher’s Office.

This will involve providing evidence which shows a graduated response to the child’s needs in line with the SEND Code of Practice 2014. This process involves reports being provided by school and other agencies who are involved with the child and full parental involvement.

**TRAINING**

A programme of ongoing training is in place to ensure our staff have the appropriate skills and knowledge to support children with SEN. Specific training for different types of SEN will be prioritised according to the needs of the children. The Governor with responsibility for SEN will also undertake relevant training. The SENCo will work collaboratively as part of the SENCo Cluster Group to develop provision and share good practice with other schools.

**EQUAL OPPORTUNITIES**

St. Stephen’s aims to be an inclusive school and actively seeks to remove the barriers to learning and participation that can hinder or exclude individual children or groups of children.

All children, with or without Special Educational Needs and Disability, receive equality of entitlement to all activities, whether curricular or extra - curricular. Wherever necessary, special provision is made in the way of adult support or supervision, adaptation of existing equipment or purchase of specific equipment.

**PARENTS/CARERS OF CHILDREN WITH SEN**

Parents/ carers will be informed where the child is in need of SEN Support and meetings will be held to discuss and review provision and progress towards the set outcomes, at least Termly. Wherever possible, children with SEN are involved in meetings arranged with parents /carers to discuss and set desired outcomes and to review progress made towards these. During these meetings, they will be invited to contribute to give their own opinions about provision and their own learning experiences. Where a child has an Education, Health & Care Plan, a Local Authority Annual Review will be carried out. This will be a Person Centred Review.

Partnership with parents/carers plays a key role in enabling children with SEN to achieve their potential. The school recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child’s needs and the best ways of supporting them. All parents/carers of children with Special Educational Needs will be treated as partners and supported to play an active and valued role in their children’s education.

Information for parents/carers relating to the Local Authority and school’s provision for SEN is available through the Local Offer and SEN Information Report published on the school website. This gives details of links with other agencies who offer support to the family and the child. The SEN Policy is also published on the school website. A hard copy of the school SEN policy is always available from the School Office.

**TRANSITION**

Arrangements are made to collect all relevant information and records for new entrants through visits to the nursery or home for Reception Class or reference to records from a previous school.

Transition meetings are held between the Class Teachers, Teaching Assistants and with the SENCo in the latter half of the Summer Term to ensure a clear, consistent approach to learning and continuous provision. All children in school take part in Orientation Days towards the end of the school year, where they will experience their new class environment and become more familiar with their Class Teacher and Teaching Assistant.

Records for children who move to other schools are forwarded to their new school.

Information about Year 6 children with SEN is sent to their secondary school during the summer term. This includes information relating to National Curriculum expectations, SATs results, Education, Health and Care Plans or Statements of Special Educational Needs, minutes of Review meetings and SEN Support Provision Maps with evidence of outcomes. Meetings are held with the Head of Year and/or SENCo from the secondary schools.

Transition work and extra visits to secondary school are arranged by the School Learning Mentor /SENCo to develop confidence and enable the children with SEN to gain some familiarity with other pupils, staff and their new surroundings.

**MONITORING**

* The Head Teacher and SENCo monitor the day-to-day implementation of this policy.
* The Governing Body publish the SEN Policy and SEN Information Report on the school website to ensure public accountability.
* OFSTED inspections include the monitoring of SEN.
* The Local Authority reviews Education, Health and Care Plans annually.
* Ladywood Outreach Service monitor the provision made by the school for children who have an Education, Health and Care Plan.

**STORING AND MANAGING INFORMATION**

In line with GDPR Regulations and Information Management Procedures, all SEN information is stored securely in school. It is transferred on transition to other schools. If for any reason, information remains in school, any information relating to Statements of Special Educational Needs must be kept for 30 years after the date of birth of the child, before being shredded. Advice and information given to parents regarding special educational needs must be kept for 12 years following closure before being shredded. Children’s SEN Files must be kept for 25 years after the date of birth of the child and then reviewed.

**DEALING WITH COMPLAINTS**

If parents of a child with SEN have concerns about progress or provision, they should:

* Consult the Class Teacher, in the first instance.
* Consult the SENCo
* Consult the Head Teacher

If the problem is still unresolved the complaint should be addressed by the SEN Governor, Mrs Sheila Savage, who deals with the complaint following the statutory procedure.

**Special Educational Needs Policy**

**Appendix 1 Needs Specific Information**

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| **Area of Need** | **Wave 1****Universal Offer****All Pupils** | **Wave 2****Pupils who do not have an Education, Health & Care Plan****SEN Support***(In addition to Universal Offer)* | **Wave 3****Pupils with an Education, Health & Care Plan***(In addition to Universal Offer)* |
| **Cognition & Learning** | * Differentiated curriculum planning, activities, delivery & outcomes
* In-class targeted teacher support
* In-class TA support within Class Teaching (small group or individual)
* Specific short –term interventions used
* Group Guided Reading daily with teacher or TA
* Synthetic Phonics teaching – Phonics International Programme
* Individual reading with an adult
* Use of Kagan Structures within learning
* Reporting to Parents/carers – Parents’ Evenings (November & March), written report (July)
* Teaching and Learning Policy
* SEN Policy
* Access to school library
* Use of writing frames / scaffolds / Word Banks
* Access to ICT
* Modelling
* Access to extra-curricular clubs
 | * Concern noted by Class Teacher, specific interventions put in place & progress carefully monitored
* Parents/ carers informed of need for SEN Support and meetings to review provision & progress towards outcomes at least Termly
* SEN Support Provision Mapping
* Advice/ Support from SENCO or other agencies
* Ladywood Outreach Small Group Work
* Individual Reading Support with TA (Daily)

Use of specific interventions according to need:* Individual Precision Teaching

(10 minutes per day) (Reading, Spelling, Multiplication Tables* Supplementary Phonic Work with TA (15 minutes per day)
* Sounds Write Intervention with TA (2 x 20 minutes per week)
* Toe-by-Toe
* Numeracy Catch up Programmes

eg. Springboard* Number Stars
* Max’s Marvellous Maths
 | * Individual Costed Provision Maps
* Meetings with Parents/ carers, child and other agencies to review provision & progress towards outcomes in EHC Plan Termly, Annual Person Centred Review of Plan
* Advice/ Support from SENCO
* Purchase of specific resources to support cognition and learning

**Involvement of outside agencies:*** Ladywood Outreach Individual or Small Group work
* Educational Psychologist Assessment, Advice and Recommendations
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| **Communication & Interaction** | * Differentiated curriculum planning, activities, delivery & outcomes e.g. simplified language, key words
* Structured school & class routines
* Use of Kagan Structures within learning
 | * Concern noted by Class Teacher, specific interventions put in place & progress carefully monitored
* Parents/ carers informed of need for SEN Support and meetings to review provision & progress towards outcomes at least Termly
* SEN Support Provision Mapping
* Use of Visual Timetables
* Adapting the Learning Environment to the needs of the child

**Involvement of Outside Agencies:*** Speech & Language Therapy (SALT) in Clinic
* Ladywood Outreach Small Group or Individual work
* ELKLAN Trained Staff
* Speech & Language Programmes implemented by staff in school
 | * Individual Costed Provision Maps
* Meetings with Parents/carers, child and other agencies to review provision & progress towards outcomes in EHC Plan Termly, Annual Person Centred Review of Plan
* Advice/ Support from SENCO
* Purchase of specific resources to support speaking and listening skills

**Involvement of outside agencies:*** Speech & Language Therapy (SALT) Speech & Language Therapist Work in school
* Ladywood Outreach Small Group or Individual work
 |
| **Social, Emotional & Mental Health** | * Whole School Behaviour and Discipline Policy
* Anti-Bullying Policy
* Child Protection Policy
* ESafety Policy
* Whole School Rules
* Whole School Reward & Sanctions System
* Clear, consistent Whole School Aspirations and Expectations
* Access to Learning Mentor
* Star Awards & Celebration Assembly
* Circle Time
* PSHE focussed work
* Social & Emotional Aspects of Learning (SEAL)
* Lunchtime Play Leaders
* Golden Time
 | * Concern noted by Class Teacher, specific interventions & strategies put in place & progress carefully monitored
* Parents/ carers informed of need for SEN Support and meetings to review provision & progress towards outcomes at least Termly
* SEN Support Provision Mapping

**Involvement of Outside Agencies:*** Educational Psychologist Assessment, Advice and Recommendations
* Behaviour Support Service Advice and Recommendations, work with Parents/carers - Parenting Courses
* CAMHS Assessment, Advice and Recommendations
* Work with Learning Mentor
* Pathways Programme
* Behaviour Contracts and use of recommended behaviour management de-escalation strategies
* Reward Charts
* Time Out
 | * Individual Costed Provision Maps
* Meetings with Parents/ carers, child and other agencies to review provision & progress towards outcomes in EHC Plan Termly, Annual Person Centred Review of Plan
* Advice/ Support from SENCO
* Purchase of specific resources to support social, emotional and mental health issues
* Work with Learning Mentor

**Involvement of Outside Agencies:*** Educational Psychologist Work
* Behaviour Support Service 1:1 work
* CAMHS
* Children’s Opportunity Group (COG)
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| **Sensory &/or Physical**  | * Register of Sensory &/or Physical Needs
* Staff are made aware of implications of physical or medical impairment & any necessary medication, precautions to be taken or emergency treatment & procedures
* Appropriately trained staff e.g. Paediatric First Aider, First Aider at Work(3 Staff), All Lunchtime Supervisors trained in First Aid
* Administration of Medicines Policy
* Risk Assessments
* Defibrillator in school
* Posture seat
* Pencil grips
* Easi-Grip Scissors
 | * Concern noted by Class Teacher, implementation of strategies, recommendations, use of specialist equipment & progress carefully monitored
* Parents/ carers informed of need for SEN Support and meetings to review provision & progress towards outcomes at least Termly
* SEN Support Provision Mapping

**Involvement of outside agencies:*** Occupational Health advice and recommendations
* Health Professional advice and recommendations School Nurse, GP, Paediatrician, Physiotherapist etc
* Staff in school follow recommendations made and access appropriate equipment e.g. posture seat
 | * Individual Costed Provision Maps
* Meetings with Parents/ carers, child and other agencies to review provision & progress towards outcomes in EHC Plan Termly, Annual Person Centred Review of Plan
* Advice/ Support from SENCO
* Purchase of specific resources to support children with sensory and/or physical difficulties

**Involvement of outside agencies:*** Occupational Health involvement and Visits
* Hearing Impairment Service Visits
* Assessment & Monitoring, Advice and Recommendations
* Health Professional Visits
* Staff in school follow recommendations made
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| **Transition** | * Visits to local secondary schools as a Class to participate in activities and also on Intake Days
* Head of Year/Form Teacher/SENCO attend meetings with Class Teacher
* Year 5 Choice Meeting – LEA Admissions & Heads of secondary schools
* Data exchange
 | * Supplementary Visits to secondary school accompanied by Learning Mentor
* Support for parents/ carers – opportunities for discussion or support in arranging meetings with SENCo of secondary school to discuss concerns and provision – Learning Mentor to liaise with secondary school
 | * Specific transition activities & teaching to prepare for secondary school – Ladywood School
* Individual or small group visits to new school arranged by SENCO
* Support given to parents/ carers – SENCO to liaise with secondary schools for parental visits where needed
 |